

## Great Falls Middle

409 Sunset Ave.  
Great Falls, South Carolina 29055

<b>Grades</b>	5-8 Middle School	
<b>Enrollment</b>	334 Students	
<b>Principal</b>	Wendell B. Sumter	803-482-2220
<b>Superintendent</b>	Larry B. Heath	803-385-6122
<b>Board Chair</b>	John W. Davis	803-482-4524

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

## BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Below Average</b>	<b>Unsatisfactory</b>
0	2	10	36	4

## IMPROVEMENT RATING

## UNSATISFACTORY

## ADEQUATE YEARLY PROGRESS

## NO

This school met 13 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Below Average	Below Average	No
<b>2004</b>	Below Average	Below Average	No
<b>2005</b>	Below Average	Below Average	No
<b>2006</b>	Below Average	Unsatisfactory	No

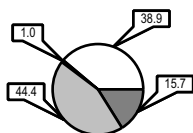
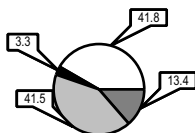
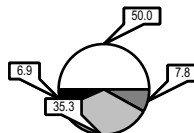
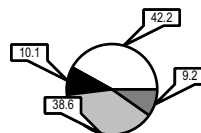
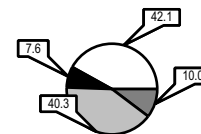
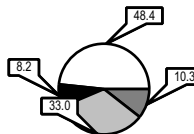
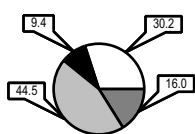
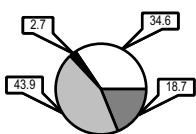
**DEFINITIONS OF SCHOOL RATING TERMS**

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

98.0%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Middle Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**END OF COURSE TESTS**

Percent of students scoring 70 or above on:

	<b>Our School</b>	<b>Middle Schools with Students Like Ours</b>
<b>Algebra 1/Math for the Technologies 2</b>	93.8	97.5
<b>English 1</b>	N/A	93.2
<b>Biology 1/Applied Biology 2</b>	N/A	44.5
<b>Physical Science</b>	N/A	62.6
<b>All Subjects</b>	93.8	95.5

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	322	98.8	38.1	45.0	15.9	1.0	26.8	No	Yes
<b>Gender</b>									
Male	193	98.4	42.9	42.9	14.3	0.0	23.6	N/A	N/A
Female	129	99.2	30.8	48.3	18.3	2.5	31.7	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	190	98.4	28.2	46.3	24.3	1.1	36.7	Yes	Yes
African American	131	99.2	52.4	42.7	4.0	0.8	12.9	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	269	99.3	31.0	48.8	19.0	1.2	31.3	N/A	N/A
Disabled	53	96.2	74.0	26.0	0.0	0.0	4.0	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	322	98.8	38.1	45.0	15.9	1.0	26.8	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	322	98.8	38.1	45.0	15.9	1.0	26.8	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	189	97.9	50.6	42.0	6.9	0.6	17.2	No	Yes
Full-pay meals	133	100.0	21.1	49.2	28.1	1.6	39.8	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	322	99.1	41.3	41.9	13.5	3.3	25.7	No	Yes
<b>Gender</b>									
Male	193	98.4	42.3	40.7	13.2	3.8	27.5	N/A	N/A
Female	129	100.0	39.7	43.8	14.0	2.5	23.1	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	190	98.4	32.2	42.4	20.3	5.1	35.0	Yes	Yes
African American	131	100.0	54.4	40.8	4.0	0.8	12.8	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	269	99.6	34.8	45.5	15.8	4.0	30.0	N/A	N/A
Disabled	53	96.2	74.0	24.0	2.0	0.0	4.0	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	322	99.1	41.3	41.9	13.5	3.3	25.7	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	322	99.1	41.3	41.9	13.5	3.3	25.7	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	189	98.4	53.7	39.4	6.3	0.6	12.6	No	Yes
Full-pay meals	133	100.0	24.2	45.3	23.4	7.0	43.8	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	322	98.4	49.2	35.9	8.0	7.0	15.0
<b>Gender</b>							
Male	193	97.4	46.7	33.9	9.4	10.0	19.4
Female	129	100.0	52.9	38.8	5.8	2.5	8.3
<b>Racial/Ethnic Group</b>							
White	190	97.4	39.4	38.3	10.3	12.0	22.3
African American	131	100.0	63.2	32.0	4.8	0.0	4.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	269	99.3	43.7	38.9	9.5	7.9	17.5
Disabled	53	94.3	77.6	20.4	0.0	2.0	2.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	322	98.4	49.2	35.9	8.0	7.0	15.0
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	322	98.4	49.2	35.9	8.0	7.0	15.0
<b>Socio-Economic Status</b>							
Subsidized meals	189	97.4	63.6	30.6	4.0	1.7	5.8
Full-pay meals	133	100.0	29.7	43.0	13.3	14.1	27.3

<b>Social Studies</b>							
All Students	322	98.1	41.2	39.2	9.3	10.3	19.6
<b>Gender</b>							
Male	193	96.9	44.4	31.1	12.2	12.2	24.4
Female	129	100.0	36.4	51.2	5.0	7.4	12.4
<b>Racial/Ethnic Group</b>							
White	190	96.8	38.3	34.9	12.0	14.9	26.9
African American	131	100.0	44.8	45.6	5.6	4.0	9.6
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	269	98.9	36.5	41.3	10.3	11.9	22.2
Disabled	53	94.3	65.3	28.6	4.1	2.0	6.1
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	322	98.1	41.2	39.2	9.3	10.3	19.6
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	322	98.1	41.2	39.2	9.3	10.3	19.6
<b>Socio-Economic Status</b>							
Subsidized meals	189	96.8	52.0	40.5	4.0	3.5	7.5
Full-pay meals	133	100.0	26.6	37.5	16.4	19.5	35.9

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	71	100.0	29.9	55.2	13.4	1.5	14.9
	6	78	98.7	48.6	33.8	14.9	2.7	17.6
	7	78	98.7	29.6	52.1	18.3	0.0	18.3
	8	99	98.0	38.9	41.1	17.9	2.1	20.0
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	94	98.9	45.6	35.6	18.9	0.0	18.9
	6	76	98.7	40.0	45.7	10.0	4.3	14.3
	7	78	100.0	25.7	54.1	20.3	0.0	20.3
	8	74	97.3	39.7	47.1	13.2	0.0	13.2
<b>Mathematics</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	71	100.0	34.3	49.3	14.9	1.5	16.4
	6	78	100.0	24.0	44.0	21.3	10.7	32.0
	7	77	98.7	25.7	48.6	15.7	10.0	25.7
	8	99	99.0	47.9	37.5	8.3	6.3	14.6
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	94	98.9	48.9	35.6	13.3	2.2	15.6
	6	76	100.0	42.3	42.3	12.7	2.8	15.5
	7	78	100.0	29.7	54.1	13.5	2.7	16.2
	8	74	97.3	42.6	36.8	14.7	5.9	20.6
<b>Science</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	71	100.0	47.8	32.8	11.9	7.5	19.4
	6	78	100.0	44.0	29.3	14.7	12.0	26.7
	7	77	100.0	45.1	38.0	11.3	5.6	16.9
	8	99	98.0	53.7	33.7	4.2	8.4	12.6
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	94	98.9	63.3	26.7	6.7	3.3	10.0
	6	76	98.7	50.0	27.1	14.3	8.6	22.9
	7	78	100.0	37.8	45.9	5.4	10.8	16.2
	8	74	95.9	41.8	46.3	6.0	6.0	11.9
<b>Social Studies</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	71	100.0	19.4	25.4	17.9	37.3	55.2
	6	78	100.0	32.0	40.0	16.0	12.0	28.0
	7	77	100.0	52.1	33.8	8.5	5.6	14.1
	8	99	98.0	47.4	36.8	10.5	5.3	15.8
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	94	98.9	31.1	42.2	5.6	21.1	26.7
	6	76	97.4	38.6	34.3	15.7	11.4	27.1
	7	78	100.0	54.1	33.8	8.1	4.1	12.2
	8	74	95.9	43.3	46.3	9.0	1.5	10.4

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Middle Schools with Students Like Ours</b>	<b>Median Middle School</b>
<b>Students (n= 334)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	10.6%	Down from 14.4%	13.7%	16.7%
Retention rate	1.2%	Down from 3.7%	2.6%	2.5%
Attendance rate	94.5%	Down from 95.0%	95.8%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 4.7%	0.2%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 4.6%	0.2%	1.0%
Eligible for gifted and talented	7.7%	Down from 9.5%	14.1%	15.6%
On academic plans	58.9%	N/AV	47.9%	39.9%
On academic probation	11.5%	N/AV	1.6%	0.7%
With disabilities other than speech	16.7%	Down from 17.5%	13.3%	12.4%
Older than usual for grade	8.4%	Down from 8.8%	5.7%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.9%	0.9%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 21)</b>				
Teachers with advanced degrees	52.4%	Up from 50.0%	50.0%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	4.3%	N/A	9.3%	9.1%
Teachers with emergency or provisional certificates	10.5%	Down from 19.0%	5.4%	5.6%
Teachers returning from previous year	77.5%	Up from 72.1%	83.0%	84.6%
Teacher attendance rate	95.4%	Up from 93.9%	95.0%	94.8%
Average teacher salary	\$41,376	Up 4.2%	\$41,281	\$42,267
Prof. development days/teacher	13.0 days	Up from 12.9 days	12.5 days	11.9 days
<b>School</b>				
Principal's years at school	1.0	No change	3.0	3.0
Student-teacher ratio in core subjects	20.0 to 1	Up from 15.7 to 1	20.3 to 1	21.1 to 1
Prime instructional time	88.5%	Up from 88.0%	89.1%	89.0%
Dollars spent per pupil*	\$6,076	Up 11.1%	\$6,075	\$6,243
Percent of expenditures for teacher salaries*	65.0%	Down from 67.8%	61.2%	59.8%
Percent of expenditures for instruction*	70.8%		65.0%	65.2%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.3%	Down from 99.7%	97.2%	97.4%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	No change	Good	Good

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	6.3%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	N/A	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Great Falls Middle School, located in rural Chester County, is one of three middle schools in the Chester County School District. Our school's mission, in cooperation with home and community, is to nurture well-rounded, life-long learners by providing innovative and challenging educational opportunities that will prepare students to become productive citizens. Our beliefs are that all students are capable of learning and have the potential to become world class citizens; a safe, nurturing, disciplined environment is essential for learning to occur; mutual respect is essential from all members of the learning environment; each individual is responsible for his or her actions; school and home relations are essential to the educational process; parents, teachers, administrators, and the community must share the responsibility of educating our children; valuing diversity and providing for individual differences enriches learning; students learn appropriate decision-making, problem-solving, and critical-thinking skills when provided with a supportive and challenging learning environment; and great expectations yield great results.

During the 2005-2006 school year, we continued to have high expectations for students, and a variety of assessments were utilized, including district benchmark testing to improve instructional practices, as our primary focus of all instruction is the South Carolina Curriculum Standards. Great Falls Middle School is very proud of the progress we have made in continuing to move instructional practices to meet the needs of our students. Our faculty and staff gained knowledge through several staff development sessions by noted consultants.

Community and parent involvement is a priority for our school as we see its ownership in the hands of the parents and community. We have long-standing partnerships with the people and businesses of Great Falls and the surrounding areas, and we strive to enhance these each year. A number of well-attended parent involvement activities were held this year. The school strives to keep parents and community informed through parent newsletters, articles in the local newspaper, and our phone dialer system. In December, student-designed post cards were sent to parents and community members. In the spring, we hosted our annual Rising 5th Grade Orientation to acclimate next year's fifth graders and their parents to our school. Our PTO and SIC were very active this year and raised funds for several student incentives. We gave away computers and school supplies to students for academic and social achievements. We beautified our lobby area with drapes and furniture to create an atmosphere that is welcoming and informing. Our greatest achievement was being named a Red Carpet School.

Students from Great Falls Middle School have been highly recognized during the 2005-2006 school year. We again had two district winners of the Lt. Governor's Writing Award in 5th and 8th grade and four students named Junior Scholars. We are also excited to have the 2006 -2007 District Teacher of the Year on our staff. We are very proud of the efforts our students and teachers have made this year and look forward to their continued successes in the future.

We continue to face the challenge of preparing our students for high school but rise to the occasion with renewed efforts toward improving instruction using research-based techniques, using data to better address the needs of our students, and promoting excellence among our students and staff. We strive to make a positive impact on each child we serve and to be a partner to our community.

Wendell B. Sumter, Principal  
Pam Temple, SIC Chair

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
<b>Number of surveys returned</b>	25	63	33
<b>Percent satisfied with learning environment</b>	68.0%	61.9%	78.1%
<b>Percent satisfied with social and physical environment</b>	84.0%	62.9%	84.8%
<b>Percent satisfied with school-home relations</b>	70.8%	74.2%	78.8%

\*Only students at the highest middle school grade level at this school and their parents were included.